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Focus and Priority Schools
Requirements and Support

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http://www.doe.in.gov/outreach/about-outreach-division-school-improvement

When you leave today…

History/Law Overview…

1. You will know the Indiana and U.S. Department of Education Requirements for Focus and Priority Schools.

2. You will know the Turnaround Principles and requirements for school districts (Local Educational Agencies, LEAs).

3. You will have a Student Achievement Plan template to complete and have an understanding how it aligns to the required turnaround work.

Expectations and Support…

4. You will understand the monitoring process and know the tools Outreach Coordinators will utilize.

When you leave today…

Expectations and Support…

5. You will understand how the IDOE can help support your work and know the next steps.

Data Demonstration…

6. You will be able to find data on the IDOE Learning Connection and Compass sites and know what is available.

Using Data to Drive Instruction…

7. You will have some data best practices, ideas, and tools.

8. You will know how to maximize your use of ACUITY.

9. You will have intentional strategies to improve student achievement.

REGIONS– THE NUMBERS

Region	Focus Schools	Priority Schools
1	6	18
2	9	12
3	10	11
4	6	10
5	6	11
6	15	36
7	18	23
8	13	17
9	16	64
Total	**99**	**202**

History/Law Overview

Indiana Statute Priority Year One

Indiana State Requirements for Schools
IC 20-31-9-2; IC 20-31-9.5

Year 1: Schools placed in lowest category; must issue a public notice of the school's lack of improvement; must hold a <u>public hearing in which public testimony is received</u> concerning the lack of improvement; the committee shall <u>revise the school's plan</u>, which may include: <u>shifting resources</u>, <u>changing personnel</u> or <u>requesting the state board appoint an outside team </u>to manage the school or assist in the development of a new plan.

By **<u>March 1, 2014</u>**, public hearings completed and by **<u>April 1, 2014 </u>** copies of public hearing notices sent to IDOE.

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History/Law Overview

Indiana Statute Priority Year Three

Year 3 (following 4th failing grade): The <u>state board shall establish</u> and <u>assign an expert team to the school</u>. The expert team must include representatives from the community or region that the school serves; and may include: school superintendents, members of governing bodies, and teachers from school corporations that are in high categories or designations, and special consultants or advisers. The expert team shall: <u>assist the school in revising the school's plan</u>, and recommend changes in the school that will promote improvement, including the reallocation of resources or requests for technical assistance. The governing body of the school corporation may petition the state board to immediately restructure the school.

<u>The board shall determine the scope of the review and appoint an expert team.</u>
 By <u>**April 15, 2014**</u> this process is completed.

History/Law Overview

Indiana Statute Priority Year Five

Indiana State Requirements for Schools
IC 20-31-9-2; IC 20-31-9.5

Year 5 (following 6th failing grade): The state board shall: hold at least one public hearing in the school corporation where the school is located to consider and hear testimony concerning the following options for school improvement: **Merging the school with a nearby school that is in a higher category**; **Assigning a special management team to operate all or part of the school**; **The department's recommendations** for improving the school; **Other options for school improvement expressed at the public hearing, including closing the school**; **Revising the school's plan** in any of the following areas: Changes in school procedures or operations; Professional development; Intervention for individual teachers or administrators.

By **June 15, 2014**, public hearings are convened.

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Indiana Statute Exit from School Improvement

The school moves from the lowest category to a higher category.

The Elementary and Secondary Education Act (ESEA) Waiver

On February 7, 2012, The U.S. Department of Education approved Indiana's ESEA flexibility waiver. The waiver provided Indiana with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. It is intended to build on and support State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

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ESEA Waiver
Focus Schools (Labeled as D)

Requirements:

- Schools must use data to determine priority areas of improvement (PAI) and the scope of the improvement work.
- Schools must align scientifically-based interventions to the most appropriate turnaround principle(s)
- Schools must have intentional and targeted goals aligned with data
- Schools must have an action plan to ensure the PAI, interventions, and turnaround principles are aligned with the needs identified with data.
- Schools are monitored by the IDOE a minimum of one time each year.
- Schools submit a Student Achievement Plan to the IDOE by February 1, 2014.

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ESEA Waiver
Focus Schools (Labeled as D)

If a school is labeled as D for two consecutive years**
or labeled D following a year labeled as F, the school becomes a priority school.

**Potential Amendment

ESEA Waiver
Priority Schools (Labeled as F)

Requirements:

- Schools must use data to determine Priority Areas of Improvement (PAI) and the scope of the improvement work. A minimum of three PAIs are required.
- Schools must align scientifically-based interventions to all of the turnaround principle(s).
- Schools must have intentional and targeted goals aligned with data
- Schools must have an action plan to ensure the PAI, interventions, and turnaround principles are aligned with the needs identified with data.
- Schools are monitored by the IDOE a minimum of two times each year.
- Schools submit a Student Achievement Plan to the IDOE by February 1, 2014.

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ESEA Waiver

Priority Schools (Labeled as F)

Requirements:

Turnaround Principles…

Principle 1: **Ensuring Strong Leadership**

    A. Replace the School Principal or

    B. Demonstrate Principal's Past Track Record of Improving Student Achievement (Data)

    C. Evidence the Principal can Lead the Turnaround Work.

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Quality School Review Rubric Indicators

SCHOOL LEADERSHIP

TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort. Under the definition of "turnaround principles" in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must "demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort" The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.
The principal review that is required to meet the turnaround principle regarding providing strong leadership in a priority school is fairly narrow and is conducted for the specific purpose of determining whether the principal has the ability to lead the turnaround effort.

INDICATORS

1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

_____ principal of _____ has been evaluated using the turnaround principles and can <u>effectively</u> lead the turnaround effort as measured by each of the indicators listed above.

_____   _____

Superintendent's Signature   School District

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ESEA Waiver

Priority Schools (Labeled as F)

Requirements for Principals with <u>three or more</u> years in a priority school:

Turnaround Principles…

    Principle 1: **Ensuring Strong Leadership**

By April 1, 2014, Superintendents will need to submit to IDOE:

    1. Ensuring Strong Leadership Document.

    2. Evidence: Page one from the Quality School Review Rubric Indicators. This will also include the data (past track record of success) and resume.

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Indiana's Elementary and Secondary Education Act Waiver (ESEA Waiver) requires district administrators to ensure that principals in priority schools can effectively lead the turnaround work. Specifically, district administrators are to determine that principals provide strong leadership by: (1) *reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;*

Please list the data and year, (previous ISTEP+ scores, graduation rates, college and career readiness scores, End of Course Assessment scores) to support the statement, "The principal has a past track record in improving student achievement." *Please attach the principal's resume to assist with understanding the previous experience and timeline.

Following the review of the school principal, using the turnaround principles rubric, I certify the principal

_____ of _____ has met the above

Name of principal   **Name of school**

requirements to lead the turnaround work. I am submitting evidence of the review and the principal's

ability to lead the turnaround effort. Additionally, I am including the data to support the "past track

record in improving achievement."

_____   _____

Corporation Name and Number   **Superintendent's Name and Signature**

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ESEA Waiver

Priority Schools (Labeled as F)

Requirements for Principals with <u>one or two</u> years in a priority school:

Turnaround Principles…

Principle 1: **Ensuring Strong Leadership**

By April 1, 2014, Superintendents will need to submit to IDOE:

1. Year 1 or Year 2 Principal Assurance Letter

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YEAR 1 OR YEAR 2 PRINCIPAL ASSURANCE LETTER

To whom it may concern:

The undersigned assures that Principal [NAME OF PRINCIPAL] ("Principal") placed in [INSERT NAME OF SCHOOL] ("Turnaround School") was an intentional placement by [SCHOOL CORPORATION] ("Corporation"). The Corporation placed the Principal in the Turnaround School on the belief that Principal had the abilities to lead the Turnaround School.

It is understood that this assurance is provided in lieu of other evaluation documents due to the Principal's limited time at the Turnaround School.

_____
        _____
 Superintendent Signature   Date

_____
Superintendent Printed Name

ESEA Exit from Focus and Priority Status

To **exit priority status** a school must maintain a "C" or better for at least two consecutive years or earn the status of being a reward school (high performing, high growth "A" school) for one year. The ESEA flexibility waiver requires a priority school to continue to fully implement effectively with fidelity interventions aligned with all turnaround principles for three years to effect dramatic, systemic, whole-school change.

Questions about Law Requirements?

The Turnaround Principles…

What are they?

How do you align them to your plans?

How are they monitored?

The Turnaround Principles…

School Leadership: Ensuring that the principal has the ability to lead the turnaround effort, past track record of success and operational flexibility;

School Climate and Culture: Establishing school environments with a climate conducive to learning and a culture of high expectations;

Effective Instruction: Ensuring teachers utilize research-based effective instruction to meet the needs of all students;

Curriculum, Assessment, and Intervention System: Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;

The Turnaround Principles…

Effective Staffing Practices: Developing the skills to better recruit, retain and develop effective teachers, preventing ineffective teachers from transferring to priority schools;

Enabling the Effective Use of Data: Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;

Effective Use of Time: Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and

Effective Family and Community Engagement: Increasing academically focused family and community engagement.

Questions about the Turnaround Principles?

Next Steps Student Achievement Plan

- ✓ Use Data to Determine Trends, Patterns and Identify Priority Areas of Improvement (Priority Schools: Minimum of Three)
- ✓ Create SMART Goals
- ✓ Complete Turnaround Principles Action Plan (pages 7-14)
- ✓ (Focus Schools: Choose the Turnaround Principle that best aligns with your identified needs.)
  - ✓ Complete: PAI, Intervention/Action Strategies, Driver, Timeline, Evidence, Status
  - ✓ **Continually Monitor the SAP and Intentionally Adjust**

Student Achievement Plan
(Year)

(Name), Principal

(School Address)

School Name_____   Corporation:_____

Approved By:_____   Date:_____
    (Principal Signature)   (Month, day, year)

Approved By:_____   _____
       (Superintendent Signature)   Superintendent Name

Root Cause Analysis Priority Area for Improvement – PAI #_____

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I.	PAI Focus	*(Select One)* ___Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate ___College and Career Readiness
I.	Subject	*(Select One)* ___Math ___English/Language Arts ___English 10 ___Algebra I
I.	Grade(s)	
I.	Subgroup or Improvement Focus	*(Select One)* ___Bottom 25% (Elementary and Middle School only) ___Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
I.	Description of PAI – What Do We Notice as THE PROBLEM? *(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")*	
I.	Root Cause of PAI – The Most Important WHY? *(For example, "In 2010, our school discontinued an English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program."*	

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Developing SMART Goals

Specific
Measurable
Attainable
Realistic (or **R**esults Oriented)
Timely

DATA
(Insert Previous Year's Data)

SMART GOALS

Academic Achievement Goals:

1. *Example:* By May 2014, ___School will raise 3rd grade reading proficiency by 5% (75% Prof./Advanced to 80% Prof./Advanced) as measured by _____.
2. *Example*: By May 2014, ___School will raise 5th grade math proficiency by 4% (79% Prof./Advanced to 83% Prof./Advanced) as measured by_____.

TURNAROUND PRINCIPLE #2: SCHOOL CLIMATE AND CULTURE

Establish a school environment that supports the social, emotional, and learning needs of all students.

To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school.

Strategies must be included for the following:

•The school community supports a safe, orderly and equitable learning environment.

•The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.

•High expectations* are communicated to staff, students and families; students are supported to achieve them.

*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status

Turnaround Principle #2 School Climate and Culture

PAI	Intervention/Action Strategies	Driver	Timeline	Evidence	Status
PAI 1: School-Wide PBIS	1. Conduct Climate Audit 2. Establish and Convene School-Wide PBIS Committee 3. Establish School-Wide Procedures, Interventions, Consequences…etc… 4. Present Plan to Stakeholders and Share Benchmark Data from 13-14 School Year	Teresa, Ann, Teresa Max, Ann Teresa, Ann	March 1-7 March 15 April 15 May 1	1. Climate Audit Document and Results Tallied	✓ Completed 3/10

Monitoring and Supporting Schools

- ✓ On-Site Monitoring Checklist
- ✓ Guiding Questions
- ✓ Classroom Observation Forms
- ✓ Quality School Review Rubric Indicators (Big Picture) and Monitoring Rubric (The Details)

IDOE On-Site Monitoring Checklist

(Focus, Priority, 1003a Onsite Visits)

Pre-visit

- ❑ Confirm date/time of visit with principal
- ❑ Notify superintendent and principal of visit
- ❑ Review documentation from school
    - ○ School improvement plan, root cause analysis, and data sheet (first visit)
    - ○ Prior visit report (if applicable)
- ❑ Prepare Leadership Meeting & Group Interview Questions

Post-visit

- ❑ E-mail summary notes to principal and appropriate district personnel within 48 hours
- ❑ File all Monitoring Documents
- ❑ E-mail requests for resources to appropriate IDOE Staff

Visit #1 (Focus, Priority, and 1003a)

- ❑ Overview
- ❑ Leadership Team Collaborative Meeting
    - ○ Review school improvement plan, root cause analysis, and data sheet, and intervention alignment
    - ○ Provide feedback on school improvement plan
- ❑ Classroom Observations
- ❑ Prep Time to Review and Organize Data from the day
- ❑ Debrief with Principal and/or School Leadership Team
    - ○ Provide progress report (to be completed and shared with school team within 2 days of visits)
    - ○ Discuss next steps

Visit #2 (Priority)

- ❑ Overview
    - ○ Review data from current year
    - ○ Revisit school improvement plan, review goals and needs – were they met?
- ❑ Leadership Team Collaborative Meeting
    - ○ IDOE prepares questions for principal and/or leadership team
- ❑ Classroom Observations
- ❑ Focus Group Interviews
- ❑ Prep Time to Review and Organize Data from the day
- ❑ Debrief with Principal and/or School Leadership Team

Turnaround Principle 1: Ensuring that the principal has the ability to lead the turnaround effort.

1. Describe how you are implementing your interventions?
2. Since the beginning of the year, what is your daily routine?
3. Describe how you addressed a sign of "not making progress" per your improvement plan
4. What are you doing differently this year?
5. What examples do you have to demonstrate principal flexibility in the areas of scheduling, hiring staff, curriculum, and budget?
6. How many years has the current principal served at this school?

Turnaround Principle 2: Establish a school environment that supports the social, emotional, and learning needs of all students.

1. How do you create a culture of high expectation?
2. How do you foster a positive school environment?
3. What is in place to assist with student and staff safety?
4. What process is in place to measure equity?
5. How do you support at-risk students and meet their needs: academically, emotionally, and socially?

Turnaround Principle 3: Ensure that teachers utilize research-based, rigorous effective instruction to meet the needs of all students and aligned with State Standards.

1. How do you stay informed with classroom teaching?
2. How do you support at-risk students and meet their needs: academically, emotionally, and socially?
3. How do you ensure that teachers utilize research-based instructional strategies aligned with State Standards?

Turnaround Principle 4: Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college-and career-ready standards.

1. How do you stay informed with teaching/learning?

Turnaround Principle 5: Develop skills to better recruit, retain and develop effective teachers.

1. How are staff members evaluated?
2. How are staff members recognized and celebrated?
3. What opportunities are provided for PD and how is it supported?

Turnaround Principle 6: Ensure the school-wide use of data focused on improving teaching and learning.

1. How do you use data to inform decision making? What data do you use?
2. What evidence do you have from your current data to indicate progress and/or next steps?
3. How do teachers collaboratively use data?

Turnaround Principle 7: Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.

1. How have you redesigned the school day to better meet student and teacher learning needs and increase collaboration focusing on teaching and learning?
2. How are students provided additional time for intervention?
3. Are all students who are two or more years behind enrolled in intervention programs?

Turnaround Principle 8: Increase academically focused family and community engagement.

1. How do you involve stakeholders in decision making?
2. How do you actively engage family and community in meaningful involvement?

On-Site Monitoring: Classroom Observation Form

Characteristic	*Rating*				*Evidence*
Classroom Environment • **Safety, order, visible and invisible structures, academic atmosphere, student-centeredness, peer support, purposeful/practical space arrangement, student-work displays**	LOW 1	2	3	HIGH 4	
Classroom Culture • **High expectations, achievement, rigor, relationships, respect, tolerance, collaboration, urgency**	LOW 1	2	3	HIGH 4	
Behavior Management • **Efficiency, effectiveness, respect, rules and routines, consistency, compliance**	LOW 1	2	3	HIGH 4	
Instructional Execution • **Objective-driven, knowledge or skill development, levels of connections beging made, rigor, differentiation, student practice, scaffolding concepts, pacing, progress charting, higher order thinking, students interests and backgrounds**	LOW 1	2	3	HIGH 4	
Engagement • **Compliance level, "on-task", students' personal interest level, making relevant connections**	LOW 1	2	3	HIGH 4	

Additional Comments:

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SCHOOL LEADERSHIP

TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort. Under the definition of "turnaround principles" in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must "demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort" The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.

The principal review that is required to meet the turnaround principle regarding providing strong leadership in a priority school is fairly narrow and is conducted for the specific purpose of determining whether the principal has the ability to lead the turnaround effort.

INDICATORS

1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

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TURNAROUND PRINCIPLE 1	Ensure that the principal has the ability to lead the turnaround effort.				
INDICATORS	Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	• School plan • School vision, belief statements • School climate survey • School focus groups • School documents, meetings, and artifacts showing vision, core beliefs in action	• There may be a school mission and vision but it is not evident in the daily life at the school. • The vision and underlying core beliefs do not influence and guide decision-making and student achievement. • The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving.	• The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community. • The mission and vision is focused on student achievement and school outcomes. • The mission and vision are referenced in public forums. • The principal and some teachers may be the only visible champions of the vision. • There are no benchmarks or milestones to monitor progress towards the realization of the vision.	• Using multiple sources of data in its development, school mission is clearly articulated, understood and supported by all staff. • The mission and vision include a focus on student academic excellence (college/career readiness) and healthy social/emotional development. • The principal continuously articulates and inspires the school community to enact the vision. • There is visible alignment between school practices and rituals and the vision. • The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	• With data from multiple sources, the principal establishes a coherent vision, developed collaboratively with stakeholders, that guides leadership actions and decisions. • The vision and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community; • The principal and other staff members continuously articulate and inspire the school community to enact the vision. • The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision. • The school community engages in step-backs to

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Reviewing: Expectations and Support Focus Schools

✓ Analyze Data, Identify Primary Areas of Improvement, minimum of two, and Specific Interventions, Align Interventions to Turnaround Principle(s) and Create Student Achievement Plan for the Identified Turnaround Principle(s)

✓ Complete Student Achievement Plan by February 1

✓ Participate in <u>One</u> Monitoring Visit Spring 2014

✓ Collaborate with Outreach Coordinators to Identify Needs and Secure Resources to Assist Improvement

Reviewing: **Expectations and Support Priority Schools**

- ✓ Conduct a Public Hearing and Allow Public Testimony Concerning the School's Improvement Status by March 1, 2014
- ✓ Submit to IDOE Public Hearing Notice by April 1, 2014

Reviewing: **Expectations and Support Priority Schools**

✓Evaluate Principals to Determine:
  ✓Ability to Lead Turnaround Work
  ✓Past Track Record of Improving Student Achievement
✓ Submit to IDOE Ensuring Strong Leadership Document including Evidence and Data by April 1, 2014
✓For Year 1 or Year 2 Current Principals: Evaluate Principals and Submit Assurance Letter by April 1, 2014

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Reviewing: Expectations and Support Priority Schools

✓Analyze Data, Identify Primary Areas of Improvement (<u>minimum three</u>)Specific Interventions, Align Interventions to all Turnaround Principles and Create Student Achievement Plan

✓Complete Student Achievement Plan by February 1

✓Participate in Two Monitoring Visits Spring 2014

✓Collaborate with Outreach Coordinators to Identify Needs and Secure Resources to Assist Improvement

Focus Schools

	2011-2012	2012-2013
Focus School	A, B, or C	D

Legal requirements for Focus Schools:

1. Analyze school data
2. Identify "Primary Areas for Improvement" (PAIs), minimum two
3. Create SMART goals
4. Determine specific interventions - no minimum number of interventions are required for Focus schools
5. Align interventions to the Turnaround Principle(s) that are <u>most</u> appropriate for the identified needs - no minimum number of Turnaround Principles are required for Focus schools
6. **____By February 1, 2014**: Submit the Student Achievement Plan to IDOE
7. **____Spring 2014**: Participate in one monitoring visit
8. Collaborate with IDOE Outreach Coordinators to identify needs and secure resources to assist school improvement

Priority Schools

	2011-2012	2012-2013
Priority School	D	D
Priority School	D or F	D or F
Priority School	⬛	F

Legal Requirements for Priority Schools:

1. Analyze school data
2. Identify "Primary Areas for Improvement" (PAIs), minimum three
3. Create "SMART" goals
4. Determine specific interventions – a minimum of three interventions are required for Priority schools
5. All interventions must be aligned to <u>all</u> 8 of the Turnaround Principles for Priority schools
6. _____**By February 1, 2014**: Submit the Student Achievement Plan to IDOE
7. _____**Spring 2014**: Participate in two monitoring visits
8. Collaborate with IDOE Outreach Coordinators to identify needs and secure resources to assist school improvement
9. _____**By March 1, 2014**: Conduct a public hearing and allow public testimony concerning the school's improvement status
10. _____**By April 1, 2014**: Submit your public hearing notice to IDOE
11. Evaluate principals to determine:
    a. Ability to lead the turnaround work
    b. Past track record of improving student achievement
12. _____**By April 1, 2014**: For principals serving in a Priority school three or more years, the superintendent must submit the "Ensuring Strong Leadership" document including evidence and data to IDOE.
13. _____**By April 1, 2014**: For principals serving in a Priority school either year 1 or year 2, the Superintendent must submit an "Assurance Letter".

IMAGINING
the possibilities.
MAKING THEM HAPPEN.

**Indiana
Department of Education**
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Outreach Coordinators: In the Field and READY to ASSIST and SUPPORT YOU!

Questions?

Next Up... Data Demonstration and Using Data to Improve Instruction and Student Achievement

http://www.doe.in.gov/outreach/about-outreach-division-school-improvement